

Academic English for English Language Learners (ELLs)

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Dr. David J. Francis

Center on Instruction, English Language Learners Strand; Texas Institute for Measurement, Evaluation, and Statistics; University of Houston

Practical Guidelines for the Education of English Language Learners Research-Based Recommendations for Instruction and Academic Intervention: Francis and Rivera; 2006

“Mastery of academic language is arguably the single most important determinant of academic success for individual students. While other factors (e.g., motivation, persistence, quantitative skills) play important roles in the learning process, it is not possible to overstate the role that language plays in determining students’ success with academic content. Proficient use of – and control over – academic language is the key to content-area learning.”

Content Objectives

- Participants will be able to:
 - Recognize the importance of academic language in instruction;
 - Use research and data to make informed decisions for ELLs in the schools; and
 - Understand the principle of sheltering instruction for ELLs.

Language Objectives

- Participants will be able to:
 - Discuss in pairs issues surrounding ELLs in Utah;
 - Participate using reading, writing, listening, and speaking in sheltered instruction structures (SDAIE).

Stand-up / Sit-down

- Sit down if your school has a stable population.
- Sit down if your school has had a small steady increase of ELL from the same language background.
- Sit down if your school has had a decline in ELLs.
- Sit down if your school population looks the same as it did the day you started there.
- Sit down.

NCLB (2001) focuses on high standards with the goal of academic achievement in identified subgroups. One subgroup is the growing population of ELLs.

Percent limited English proficient (LEP) enrollment and growth in states with a higher than average (9%) proportion of LEP students, from 1993-94 through 2003-04

State	% LEP: 2003-2004	LEP % growth, 1993-94 to 2003-04
California	25%	32%
New Mexico	17%	-32%
Alaska	16%	-20%
Texas	15%	56%
Nevada	15%	325%
Arizona	14%	52%
Florida	12%	95%
Colorado	12%	250%
Oregon	11%	277%
Utah³	10%	103%

Source: National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs

State:	ELL enrollment 04-05	Total Enrollment	% ELL 04-05	ELL enrollment 94-95	% Change
Utah	56,319	494,574	11.4%	21,360	163.7%

U.S. Department of Education's Survey of States' Limited English Proficient Students

Superintendents rated these priority issues as essential in addressing the achievement gap:

1. Meeting the needs of English Language Learners;
2. Addressing disparities in performance among students based on race, ethnicity, language, disability, and poverty;
3. Creating a school climate that is conducive to learning;
4. Improving junior and senior high reading comprehension;
5. Providing supports for students that extend beyond the classroom and class time;
6. Getting community members engaged in efforts to support student academic success.

Principals rated five priority issues as essential in addressing the achievement gap:

1. Meeting the needs of English Language Learners;
2. Demonstrating adequate yearly progress in reading;
3. Demonstrating adequate yearly progress in mathematics;
4. Demonstrating adequate yearly progress in science;
5. Providing opportunities for students to apply and use knowledge in a variety of ways.

Teachers rated these priority issues as essential in addressing the achievement gap:

1. Meeting the needs of English Language Learners;
2. Demonstrating adequate yearly progress in reading;
3. Demonstrating adequate yearly progress in mathematics;
4. Demonstrating adequate yearly progress in science;
5. Demonstrating adequate yearly progress by race/ethnicity;
6. Meeting the “highly qualified teacher” requirements of NCLB;
7. Using student performance data to guide decisions about teaching and learning.

Full ELL Participation

- There is no reason students with language needs cannot participate fully in class at their level of proficiency.
 - Delivery of instruction is dependent on the teacher's understanding of the process students go through as they learn content at the same time they are learning a new language. (ESL)
 - Knowledge of second language acquisition provides the foundation. (ESL)
 - The SIOP® Model provides the framework for instruction that promotes content learning and English language development. (sheltering instruction SDAIE)

Basic Interpersonal Communication Skills

- Everyday conversational language.
- Use in familiar and shared context.
- Visible aspects of language.
- Playground language, relates to the here and now.

BICS

5 years

Native English Speakers

CALP

Cognitive Academic Language Proficiency

- Specialized language of learning.
- Unfamiliar concepts are encountered, concepts are not shared.
- Less visible pragmatic and semantic meanings.
- Content language, linguistic and cognitive challenges.

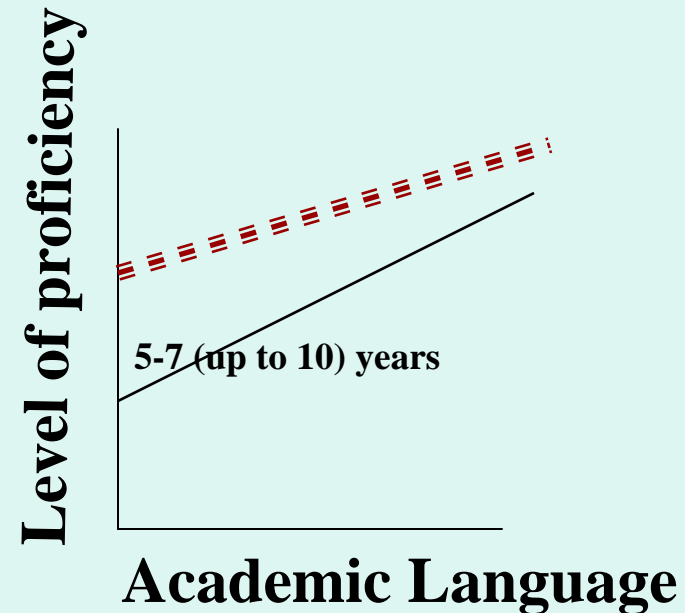
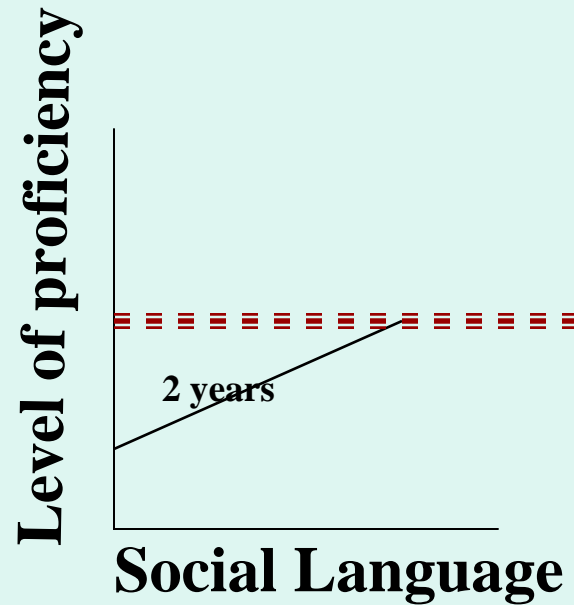
Making a distinction between conversational (BICS) and academic (CALP) language:

“When a student walks up to a newspaper stand and purchases a newspaper, he utilizes his **conversational language skills** to converse with the clerk and make the purchase. In contrast, (**Academic language skills**) other skills altogether are used to read and understand the front-page article, as well as to discuss the pros and cons of the proposed policy change that the article describes. The student might use still other skills to compare the writer’s opinion to his own, and to the opinion of the store clerk. The oral and written language required to be able to engage in the latter “conversation” will involve more advanced and specialized vocabulary, more complex sentence structures, and more complex discourse structures than that required for the former.”

Practical Guidelines for the Education of English Language Learners Research-Based Recommendations for Serving Adolescent Newcomers: Francis and Rivera, OELA Summit V, 2006

Time Required to Achieve Age-Appropriate Proficiency

Native English Speakers: 
English Language Learners: 



Cummins, J. (1991)

Collier, V.P. (1995)

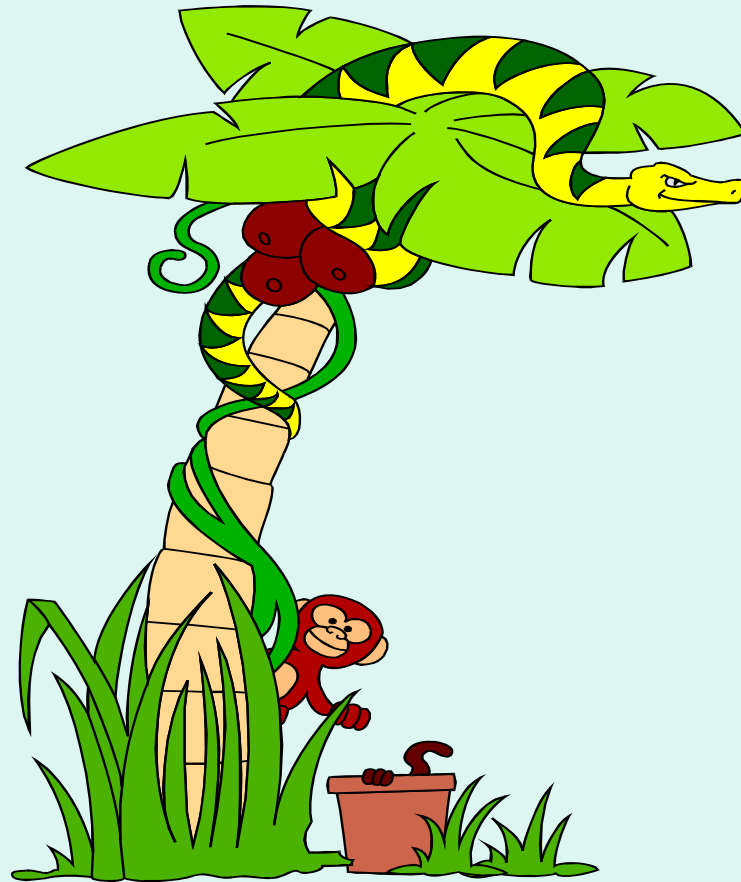
Chunk and chew

- Teacher lectures, demonstrates, etc. 7-11 minutes
- Students “chew”, internalize, review, etc.



- Turn to your neighbor and tell him/her one new thing you learned or one thing that reinforced what you already knew.

Tarzan Talk/Jane Talk



Dr. Joan Mele-McCarthy: “It’s All About Talk”

(Address given at OELA Summit V, 2006)

- Birth to 5 years (by 3, 75% intelligible):
 - 9 wds. per day – 3,000 wds. per year
 - 15,000 wds. by age 5
 - Develop speech sounds and syllable forms
 - Develop operational knowledge of grammar
 - Opportunity and motivation to talk
 - Connecting to peers and adults
- Age 5 to 18 years:
 - Increase in vocabulary
 - High School Senior has 80,000 wds.
 - Refine phonetics
 - Knowledge of grammar is used to comprehend and produce writing
 - Reading is important at this level
 - Increase vocabulary
 - The more you read, the more you know

Level of Language Knowledge:

- Inner
 - What we know – without words
- Receptive
 - What is mapped into our cognitive processes – schema
 - Can be greater than expressive
- Expressive
 - Being able to say the word – correctly, appropriately

What's it all about? Using language as a tool:

Form:

Rule Based and Constant

Rules of Sounds and sequence of sounds

Academics:

Reading, decoding, spelling, written, math formula, sequence of steps, scientific notation

Use:

Interpersonal

Social use

Language competence

What we do with language

Use language to gain knowledge

Academics:

Understand explicit and implicit meanings

Content:

Anything that has meaning (vocabulary)

Nuances of words (language rich environment)

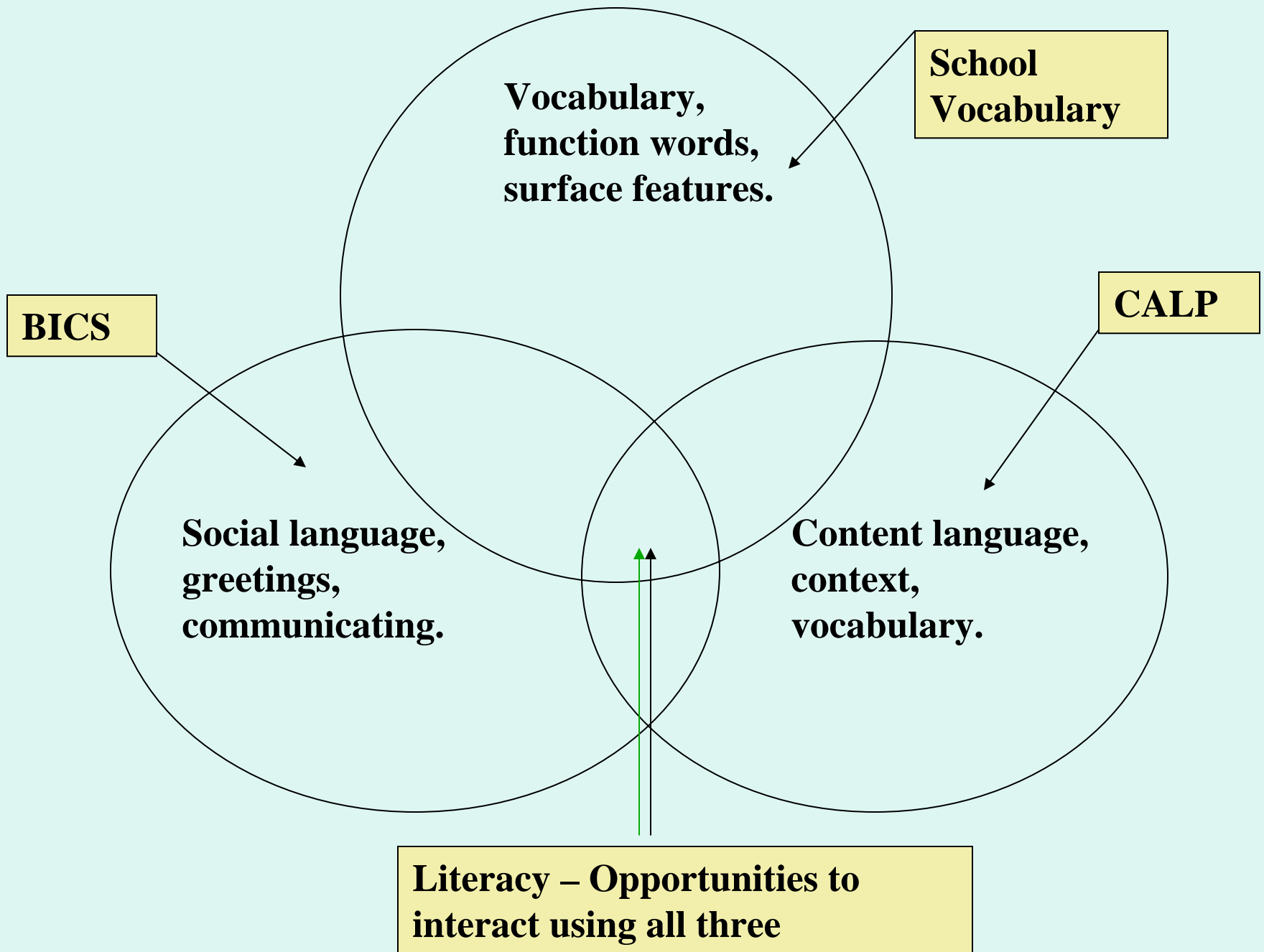
Sentence and paragraph comprehension

Idioms

Academics:

Vocabulary, content comprehension of sentences in text, comprehension of discourse (cognitive ability), ability to read to learn

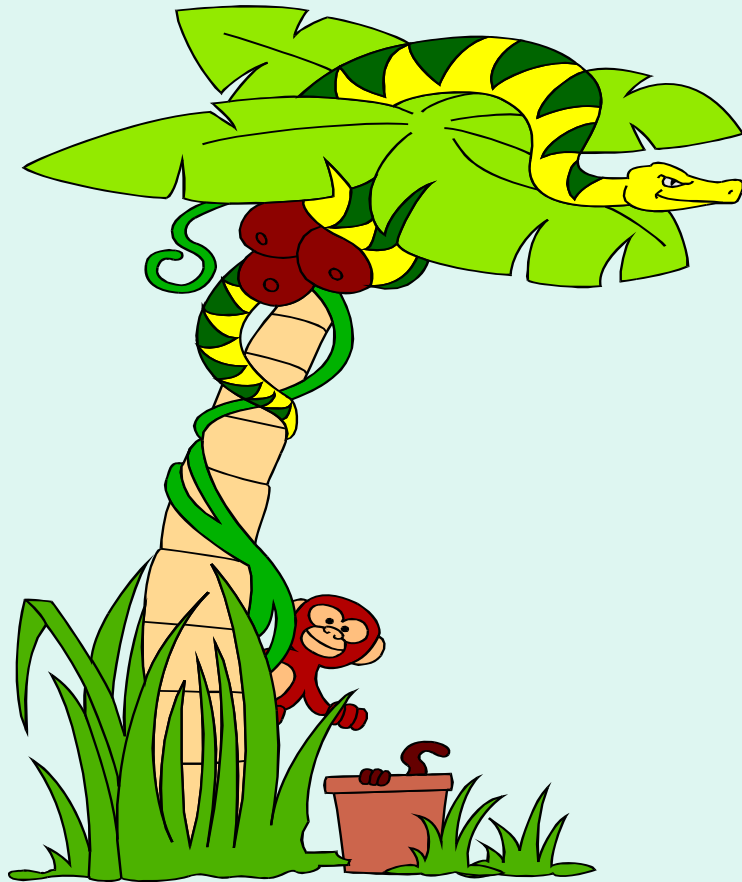
A breakdown in one influences all



Dr. David J. Francis
Center on Instruction English Language Learners Strand
Texas Institute for Measurement, Evaluation, and Statistics
University of Houston
Address given – OELA Summit V, 2006

- Increased focus on academic language development will help all our students.
- Written vocabulary is as important as oral vocabulary, written vocabulary has words that will not be found in oral vocabulary.

Tarzan Talk/Jane Talk



- Students read, listen, or view a selection.
- Students take notes using Tarzan talk – one or two words on a sticky note.
- This helps focus on the most important ideas.
- Students then summarize the selection using Jane talk - one or two sentences.

Classroom Instruction That Works

Instructional Strategy	Percentile Gain when Effectively Used by Teacher
Identifying Similarities and Differences	45
Summarizing and Note Taking	34
Reinforcing Effort and Providing Recognition	29
Assigning Homework and Practice	28
Creating Non-linguistic Representations	27
Using Cooperative Learning	27
Setting Objectives, Providing Feedback	25
Generating and Testing Hypothesis	23
Providing Cues, Questions and Advanced Organizers	22

“Language teaching to students who are acquiring English should take place all day in all content areas. These students have no time to waste.”

Mary Lou McCloskey (1990)

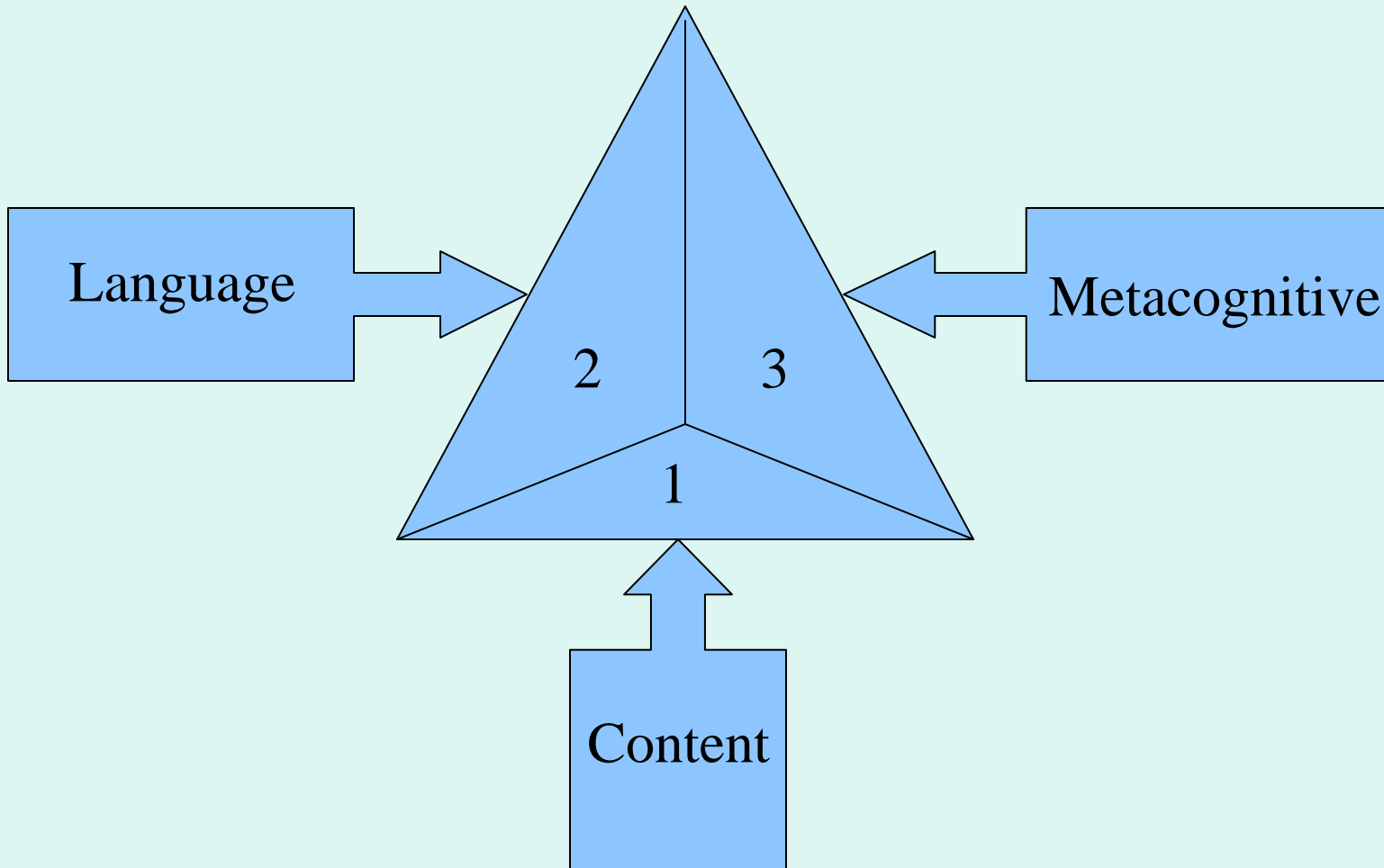
Sheltered Instruction

- The sheltered instruction model brings together what to teach by providing an approach for how to teach it.
- The model does not mandate cookie-cutter instruction, but it provides a framework for well-prepared and well-delivered sheltered lessons for any subject area.
- It is important to recognize that sheltered instruction does not require teachers to throw away their favorite techniques, or add copious new elements to a lesson.

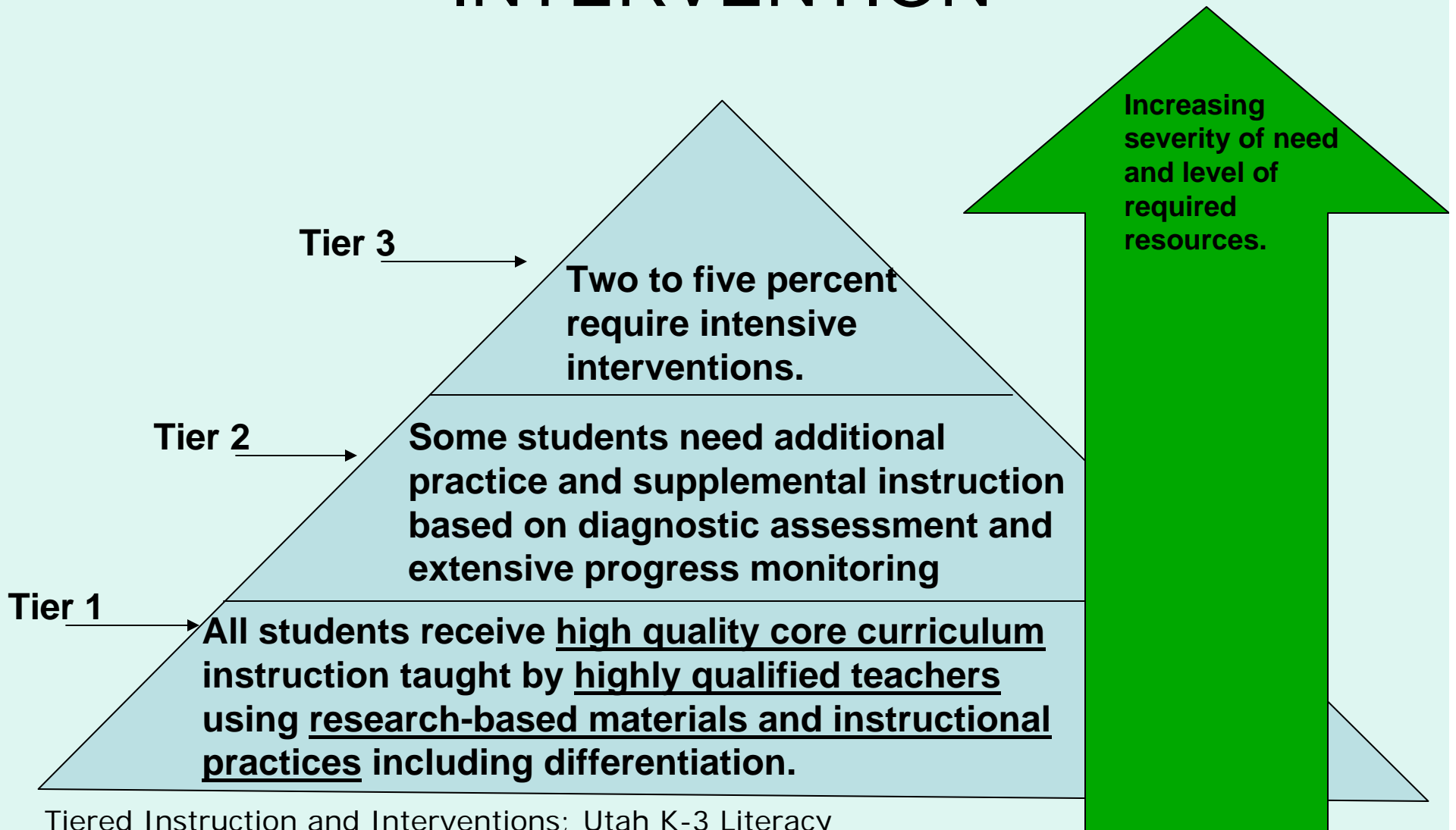
Sheltered Instruction

- The development of a sheltered instruction model is one key to improving the academic success of English language learners.
- The theoretical underpinning of the model is that language acquisition is enhanced through meaningful use and interaction.

Focused Instruction Based on Content, Language, and Metacognitive Objectives

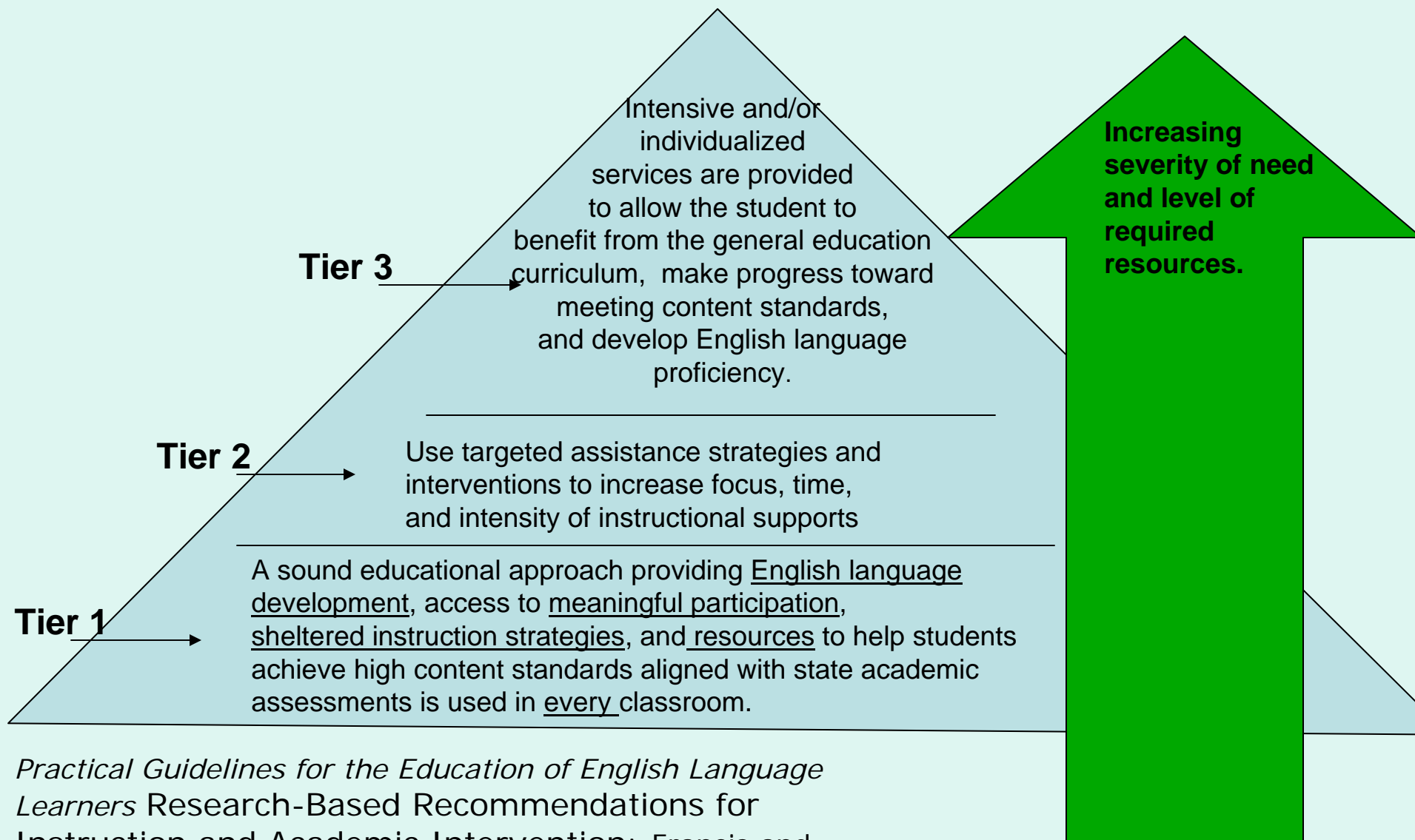


TIERED INSTRUCTION AND INTERVENTION



Tiered Instruction and Interventions; Utah K-3 Literacy Framework

TIERED INSTRUCTION AND INTERVENTION



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Instructional Priorities for All 4-12 grade ELL and Striving Readers to Develop Academic Language and Literacy

Kate Kinsella, Ed.D., San Francisco State University

- A well targeted reading intervention class addressing an individual student's specific literacy needs: advanced decoding, fluency, comprehension, etc.
- Intensive instruction in English for academic purposes: including content area terminology, high-utility vocabulary, syntax and grammar.
- Daily structured and mediated opportunities across the disciplines to engage in formal academic discussion, applying explicitly taught lesson vocabulary along with appropriate grammatical constructions.
- Daily opportunities to synthesize and elaborate upon lesson content across the disciplines in structured writing, utilizing target lesson vocabulary and appropriate grammatical constructions.

Information Gap



Classroom Implications:

Adapted from Medina, TR.J. (1993)

1. Explain special vocabulary terms in words known to the students, especially “survival” vocabulary and structures. (Explicit Instruction)
2. Use peer tutors.
3. Provide pictures, tables, and other visual aids to assist in comparison/contrast for comprehension.
4. Present clear illustrations and concrete examples to assist understanding.
5. Maintain a library of supplemental books.
6. Chunk materials.

Implications Continued:

7. Develop interests and arouse curiosity through hands-on experiences, the out-of-doors, pictures, newspapers, periodicals, etc.
8. Use graphic organizers.
9. Support reading instruction by providing supplemental materials.
10. Encourage use of diagrams and drawings as aids to identifying concepts.
11. Show the same information in a variety of ways.



If students are not learning from the way we teach, then we need to teach them in the way that they learn.

